

## EDMUND A BURNS ELEMENTARY

3750 Dorchester Road  
N. Charleston, South Carolina 29405

**GRADES** PK-5 Elementary School

**ENROLLMENT** 500 Students

**PRINCIPAL** Bonnie Olsen 843-745-7113

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
3	6	29	41	3

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

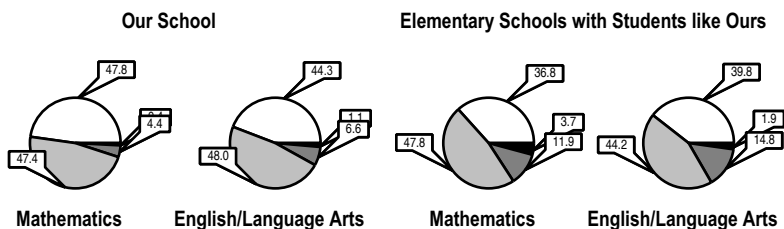
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Good	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	50	95	56
Percent satisfied with learning environment	93.9%	78.3%	85.2%
Percent satisfied with social and physical environment	88.0%	78.9%	76.4%
Percent satisfied with home-school relations	38.8%	85.1%	83.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	314	99.7	44.3	48.0	6.6	1.1	7.7	17.6
Gender								
Male	180	99.4	50.7	44.7	4.6	N/A	4.6	17.6
Female	134	100.0	37.0	51.3	9.2	2.5	11.8	17.6
Racial/Ethnic Group								
White	13	92.3	N/A	N/A	N/A	N/A	N/A	17.6
African-American	300	100.0	45.2	47.1	6.5	1.1	7.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	230	100.0	45.2	44.7	8.7	1.4	10.1	17.6
Disabled	84	98.8	41.5	58.5	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	314	99.7	44.6	47.6	6.6	1.1	7.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	314	99.7	44.6	47.6	6.6	1.1	7.7	17.6
Socio-Economic Status								
Subsidized meals	299	99.7	44.4	47.5	6.9	1.2	8.1	17.6
Full-pay meals	15	100.0	50.0	50.0	N/A	N/A	N/A	17.6

Mathematics								
All students	314	100.0	47.8	47.4	4.4	0.4	4.7	15.5
Gender								
Male	180	100.0	49.0	49.0	2.0	N/A	2.0	15.5
Female	134	100.0	46.2	45.4	7.6	0.8	8.4	15.5
Racial/Ethnic Group								
White	13	100.0	50.0	50.0	N/A	N/A	N/A	15.5
African-American	300	100.0	47.9	47.1	4.6	0.4	5.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	230	100.0	47.1	46.6	5.8	0.5	6.3	15.5
Disabled	84	100.0	50.0	50.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	314	100.0	47.8	47.4	4.4	0.4	4.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	314	100.0	47.8	47.4	4.4	0.4	4.8	15.5
Socio-Economic Status								
Subsidized meals	299	100.0	46.9	48.1	4.6	0.4	5.0	15.5
Full-pay meals	15	100.0	66.7	33.3	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	101	N/A	34.0	51.0	15.0	N/A	15.0
	Grade 4	91	N/A	35.6	56.7	7.8	N/A	7.8
	Grade 5	95	N/A	48.4	49.5	2.2	N/A	2.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	80	100.0	32.3	53.2	12.9	1.6	14.5
	Grade 4	118	100.0	44.2	46.2	7.7	1.9	9.6
	Grade 5	116	99.1	51.4	46.7	1.9	N/A	1.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	101	N/A	58.0	40.0	1.0	1.0	2.0
	Grade 4	91	N/A	45.1	47.3	7.7	N/A	7.7
	Grade 5	95	N/A	65.6	33.3	1.1	N/A	1.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	80	100.0	35.5	59.7	4.8	N/A	4.8
	Grade 4	118	100.0	53.8	41.3	3.8	1.0	4.8
	Grade 5	116	100.0	49.1	46.3	4.6	N/A	4.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 500)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.7%	Down from 6.0%	2.5%	2.4%
Attendance rate	95.5%	Down from 95.7%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	1.6%	Up from 0.9%	4.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.3%	Down from 17.1%	8.1%	8.0%
Older than usual for grade	17.0%	Up from 2.7%	3.0%	1.1%
Suspended or expelled	0.6%	Down from 0.7%	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	33.3%	Down from 46.8%	46.7%	50.0%
Continuing contract teachers	53.3%	Down from 61.7%	76.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.2%	Down from 81.5%	79.4%	86.2%
Teacher attendance rate	96.0%	Down from 96.3%	95.3%	95.3%
Average teacher salary	\$35,548	Down 2.6%	\$37,892	\$39,909
Prof. development days/teacher	17.1 days	Up from 11.5 days	13.3 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio	16.6 to 1	No change	17.1 to 1	18.9 to 1
Prime instructional time	89.9%	Down from 90.6%	88.8%	89.7%
Dollars spent per pupil*	\$6,020	Up 27.5%	\$6,883	\$5,892
Percent spent on teacher salaries*	66.7%	Down from 71.2%	63.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of E.A. Burns Elementary is to develop competent, responsible citizens who are lifelong learners by providing an innovative program that promotes social, academic, and emotional growth through community and school cooperation. The staff, administration and families have worked closely together to ensure that home-school relations and school climate provide a strong foundational support upon which academic success can be achieved.

Strong collaborative bonds have been formed among teachers, staff, and community to align and focus instruction and assessment on the SC Curriculum Standards. Team planning and a comprehensive staff development plan have been fundamental in ensuring that a high quality and rigorous academic curriculum is provided to all students.

Parents have been provided opportunities to interact with their children and teachers in hands-on instructional activities throughout the school year. The school has implemented Family Learning Nights that focused on math, reading and science and made a meaningful connection to families between daily instruction and the SC Curriculum Standards.

In order to continue to show progress, it is imperative that the parents and community continue to join forces with the school to promote academic excellence for all students. Some initiatives to complement this goal include Character Education, Building Learning Communities, Preschool Club, Parent Workshops, Authors' Tea, Coffee with Principals, PTA, SIC, Welcome to the World of Literacy.

As goals are realized, we increase our expectations for even higher student achievement. Along with this comes the ongoing task of maintaining a well-trained, highly qualified teaching staff through quality staff development. Working together, we can ensure that the children of Burns Elementary reach their full potential as lifelong learners and as individuals.

Bonnie Olsen, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.